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ABSTRACT

In 1978, the South Carolina state legislature passed Act 631, resulting in the mandated Basic Skills Assessment Program (BSAP) to improve the quality of instruction in the areas of reading, writing, and mathematics. This report is the documentation of a 1-year Southeastern Public Education Program project, the Basic Skills Assessment Program--Parent Support Project, conducted in South Carolina. The project was designed for parents whose children were most likely not to meet the mandated standards of the BSAP; it sought to encourage and prepare parents to have increased contact with the schools in which their children were enrolled to assure that their children were benefitting from the requirements of the BSAP. This was achieved through an outreach and training project to provide: an understanding of the general purpose, the educational implications and the importance of discussing their child's performance on the BSAP; and knowledge of what questions to ask, what they could do to assure that their child received the assistance needed, and which community groups/individuals could provide assistance in understanding BSAP test results. Documentation of the project (questionnaire, letters to parents, school district presentations, meeting agendas, and correspondence) is included in the appendices. (Author/PN)

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SOUTHEASTERN PUBLIC EDUCATION PROGRAM

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FINAL PROJECT REPORT

BSAP PARENT SUPPORT PROJECT

1981-1982

SOUTHEASTERN PUBLIC EDUCATION PROGRAM

December 1982

PREFACE

The Southeastern Public Education Program (SEPEP) is a non-profit organization which works with citizens and educators to strengthen the capacities of the public schools to serve all children well. Through its various projects, SEPEP works to assure that parents are better able to participate in decisions which affect their childrens' educational welfare. SEPEP also works to promote and assure the access of children from low-income and minority families to quality public education. Quality education, SEPEP believes, must necessarily be free of discrimination and prejudgment of a student's ability based on consideration of race, sex, handicapping conditions, and cultural and class origins.

This report is the documentation of a one-year SEPEP project, the Basic Skills Assessment Program - Parent Support Project, conducted in South Carolina. The project was designed for and targeted to parents whose children were most likely not to meet the mandated standards of the South Carolina Basic Skills Assessment Program (BSAP). The project sought to encourage and prepare parents to have increased contact with the schools in which their children are enrolled to assure that their children are benefitting from the requirements of the BSAP.

INTRODUCTION

During the past several years more than two-thirds (40) of the states in the Nation have mandated minimum competency programs for students in public schools. These mandates have been stimulated by the widespread perceptions of educators, parents, political leaders, and business persons that students graduating from public schools are performing the basic skills of reading, writing and mathematics at an unacceptably low level. In South Carolina the mandated program which resulted from these concerns is the Basic Skills Assessment Program (BSAP).

In 1978, the state legislature passed a law (Act 631), which called for the establishment of statewide objectives for reading, writing, and mathematics. The law also required that a readiness test be given at the beginning of the school year to every first grade student. In addition, basic skills tests are given at the end of the school year to all students in grades 1, 2, 3, 6, 8, and 11.

The purpose of the BSAP is to improve the quality of instruction in the basic skills areas of reading, writing and mathematics. Test scores identify students' strengths and weaknesses in the basic skills so that teachers can focus instruction to help students overcome their weaknesses. By having clearly defined instructional targets, South Carolina's teachers can design instructional programs which promote student mastery of these skills.

The BSAP tests are criterion referenced and were developed in South Carolina by officials at the State Department of Education, working with representative groups of teachers from across the state. The BSAP legislation does not require the test results to be used as a factor in determining grade-to-grade promotion or high school graduation. Instead, the test results are to be used to improve instruction. The extent of students' instructional needs can be seen in the following data:

1982 BSAP Test Results

	%/# Students Not Meeting Minimum Reading Standards	%/# Students Not Meeting Minimum Math Standards
3rd Grade		
- White Students	21% / 5,469	22% / 5,726
- Black Students	45% / 8,351	47% / 8,722
- Students Receiving Free Lunch	47% / 8,998	45% / 8,608
6th Grade		
- White Students	24% / 6,965	35% / 10,142
- Black Students	58% / 10,819	72% / 13,409
- Students Receiving Free Lunch	60% / 11,380	72% / 13,623
8th Grade		
- White Students	33% / 5,948	45% / 12,230
- Black Students	70% / 12,616	81% / 14,555
- Students Receiving Free Lunch	73% / 12,807	82% / 14,334

In light of these types of needs, the Southeastern Public Education Program (SEPEP) has followed the implementation of minimum competency programs in the South with much interest and concern. SEPEP is concerned that all children have access to quality educational experiences in the public schools, and that their parents have the opportunities, skills, and information necessary to participate in deliberations about the educational welfare of their children.

SEPEP's interest in minimum competency programs has been stimulated by a concern that minority and low-income youth must receive effective instruction in basic skills in order to take advantage of subsequent instruction in the public schools. But testing programs such as the BSAP must not be used in a way that has the effect of compounding the educational disadvantages which already burden many of these youth; nor should such programs lead to the creation of narrow basic skills curriculums which have the effect of providing minority and low-income youth with training, rather than with educational experiences of greater scope, challenge, and ultimate utility. SEPEP believes that minimum competency programs must meet the test of truly expanding the opportunities of students by helping them learn the basic skills needed to more meaningfully, and successfully, participate in future educational experiences.

SEPEP has observed that many basic skills testing programs have been promoted as a kind of promise to students and their parents that if young people are found <u>not</u> to meet required per-

formance standards, the students will receive the appropriate instructional assistance they need. This promise is the essential core of these programs. However, the processes of standard-setting, test development, test administration, reporting test results, and determining consequences for students often seem to attract the most attention, resources, and energy when testing programs are implemented.

If there is potential for these programs to benefit the education of children, that potential will only be realized when parents, and the community organization to which they belong, have the information and skills necessary to assure that schools are providing their children with the instructional assistance they need. Because competency programs define what states regard as minimally acceptable performance standards, it is possible for parents to know -- based on their children's performance on tests -- if their children are learning the basic skills which the state has prescribed as essential. But if parents are not equipped to understand how competency programs work, or how they can be made to work for their children, the benefits of such programs are likely to be significantly compromised. Based on its experience in studying minimum competency programs and observing their implementation, the Southeastern Public Education Program believes there is a great need for outreach projects to help parents develop the knowledge, skills, and insight necessary for them to make sure competency programs are implemented in ways to benefit their children. At present little effort is being

made to provide such assistance to parents and community groups. To the extent that school systems are conducting any type of outreach program, it usually is aimed at broad strategies to elicit parent "support" for the program, or to encourage parents to work with their children on educational activities at home. While such efforts are not inappropriate they are not designed to enable parents to initiate contact with the schools for the purpose of assuring that the programs are benefitting their children.

The Basic Skills Assessment Program - Parent Support Project

The Southeastern Public Education Program applied for and received a one-year grant from The Needmor Fund in Toledo, Ohio to conduct a project aimed at parents/guardians of children who are most likely not to meet the mandated standards of the South Carolina Basic Skills Assessment Program. The project sought to prepare and encourage parents to have increased contact with the schools in which their children are enrolled to assure that their children are benefitting from the requirements of the BSAP. To achieve this goal the project initiated a process of outreach and training to provide parents and citizens:

- An understanding of the general purpose and operation of the BSAP;
- An understanding of the educational implications of the BSAP for their child/ren;
- An understanding of the importance of contacting local school officials/teachers to review and discuss results of their child's performance on the BSAP;
- Knowledge of what questions to ask, and how to interpret and use information, to be more effective in their discussions with school officials/teachers;
- Knowledge of what they could do to assure that their child/ren receive the assistance needed to be prepared to meet the objectives required by the BSAP;
- Knowledge of the community groups/individuals from which they could seek assistance in understanding BSAP test results, communications from the school concerning their child's BSAP performance, and how best to relate to school officials/teachers.

The project sought to reach parents, and to achieve the objectives stated above, by working with and through a variety of community groups and agencies which routinely involve parents. Through this process many of these organizations and agencies also became more informed about the BSAP.

The Basic Skills Assessment Program - Parent Support Project began on December 1, 1981. Ten (10) school districts were targeted to be involved in the project. These districts were:

1) Aiken County School District
2) Calhoun County School District
3) City of Charleston Constituent District
4) Chester County School District
5) Colleton County School District
6) Dorchester County School District #2
7) Florence County School District #1
8) Lee County School District
9) Lexington County School District #2
10) Saluda County School District

These school districts were selected as project targets because they met one or more of the following criteria: percentage of children found to be "not ready" for first grade work based on results from the BSAP readiness test; SEPEP's previous experience with the community and school district; a district's use of the test results to group or otherwise provide a special program for students not meeting BSAP standards; the economic and racial demographics of the district; and the districts' proximity to Columbia.

In many of the districts the first efforts of the project staff were directed at trying to establish contact and maintain

communication with appropriate school officials (designated person responsible for BSAP implementation) and community organizations. During the initial contact with school officials, attempts were made to obtain specifics about the implementation of the BSAP as it was operating in that particular district. Specific information sought concerned: instructional methods or techniques, curriculum emphasis, in-service training, use of test results from previous year (1980-1981), and information about special programs or classes. Other points of interest were local officials' views about the strengths and weaknesses of the BSAP, the influence of the BSAP on home-school and parent-teacher communication, district and schools' activities to promote parent involvement in the understanding of the BSAP and views or concerns about the project SEPEP proposed to conduct.

In most cases, the district person was able to provide much information about the BSAP implementation. This information was usually the district's plan for implementation. Further contacts were made in some districts with school principals to gain a first-hand look at how the BSAP was actually being implemented. School principals seemed to welcome our project with much enthusiasm and were eager to share what they were doing to provide children with the "appropriate instruction." As a result of these interviews with school officials, it was the (SEPEP) staff's impression that the districts with the most aggressive outreach efforts to parents also had smaller percentages of students not meeting the standards on BSAP tests.

Initial contacts with community organizations were mainly to interpret the purpose of the project and to elicit their support and cooperation. Staff also sought to involve representatives of the respective community organizations in the project's training program. This was very important since most of the community organizations had direct ties to a pre-school program. This provided a vehicle to conduct training with already established parent groups. Community organizations which operated Head Start or Title XX pre-school programs were eager to set up training dates at regularly scheduled parent meetings. In presenting training at parent meetings of pre-school programs, we were sure to also capture parents of children already in the public schools.

Efforts made to involve other community groups or organizations such as churches, local NAACP chapters, and others did not prove to be as beneficial as hoped. Letters written to these organizations described the overall purpose of the project, when it started, and how it was funded. Also enclosed was a brief description of the project's goal and objectives. In each letter, project staff requested an opportunity to present the training to the organization or group with emphasis on how it could be more involved in the BSAP implementation. Visits were also made to some organizations to personally emphasize the importance of the project. Some visits were a follow-up to the letter. Very few churches responded to our request and surprisingly no NAACP chapters responded, even though the Board of Directors of the State NAACP had independently requested each local chapter to

appoint and activate an education committee to address the implementation of the BSAP on the local level (see Appendix A).

During the actual presentations to parent groups, staff perceived the level of interest to be very high. In the majority of presentations most parents were not familiar with the Basic Skills Assessment Program so training always started from the point of "what is the BSAP?" An overhead projector and participant handouts were used to conduct presentations (See Appendix B). Handouts that showed test results on a statewide or district level were not used with parent groups, but were used with some professional groups. When time permitted at the end of a presentation, a short participant questionnaire was used to elicit some immediate feedback from the training (see Appendix C). In general, responses indicated that the training was helpful in understanding the BSAP and its purpose. Responses also revealed that some parents were not knowledgeable of their child's test results and some parents indicated they felt a need for further assistance in contacing local school officials and teachers.

Questions which arose during the training sessions were mostly answered at some point during training. However, some questions were about specific situations and were more appropriate for school officials to answer. Specific questions included: What do test scores mean? Why were cut-off scores used with first graders? Why can't schools improve their teaching methods so that all children will read on or above grade level? What about standards for high school graduation? Should they be required?

What can parents ask their children's teacher about the test results that will be useful to the parents? What kinds of questions are on the test? These were just a few of the types of questions raised at training sessions.

During various presentations it was stated by parents that they could not interpret and understand their child/ren's test results as reported. It was also felt that the parent notifications or home report of test scores should somehow be more explicit for the non-educator. As explained by staff, hopefully this problem will be dealt with since the State Department of Education has provided each district a "suggested" plan of action in how to report the test results to parents (See Appendix D). In addition, parents felt that schools and teachers should better provide opportunities for them to understand and be involved in the election process used with their child/ren. Parents also expressed a need for pre-school programs and public schools to engage in dialogue and cooperative endeavors to assure that children's developmental needs are better met. Some parents even asked how they could participate in the selection of textbooks their children use.

A negative aspect of the training, on a few occasions, was for staff to travel 50 miles and have no parents or community persons attend or have only 2-3 persons attend when it had been planned for 20-30 persons. Usually the training was rescheduled and greater effort was made to get parents to attend. The most successful method used was to have a community group or agency

sponsor a program where the parents were entertained by their children and then the SEPEP project staff would provide training.

Opportunities to present training to and gather feedback from teachers in the public schools was felt to be valuable. Most teachers were knowledgeable of the existence of the BSAP, but not what the law says, especially that part of the law which addresses teacher/school responsibility to "provide basic instruction to aid the student in" meeting BSAP standards. Some teachers did not fully understand their responsibility to provide this remedial instruction necessary to bring students up to BSAP standards. Some teachers felt that the paperwork and recordkeeping was too much and hindered their teaching and planning time. Teachers expressed concerns about resource materials needed for instruction and the need for more in-service training. Findings from these sessions have led staff to believe that in some districts, more involvement, leadership, and guidance is needed from local administrators.

The information developed and used in the training sessions was presented to over 2,000 persons not including television appearances where possibly thousands more may have seen it (See Appendix E). The project was presented at 13 Head Start and 25 Title XX pre-school programs, 3 churches, 2 schools, 2 private day-care programs, and 15 other places (such as community organization statewide conferences, colleges, and television), for a total of 60 presentations.

During August and September, 1982, project training sessions were curtailed because of a shortage in travel funds.

This time was used to prepare a report titled, The South Carolina Basic Skills Program: A Description of the State Department of Education's Monitoring Process and Reports. Section 8 of the BSAP legislation requires the State Department of Education to "monitor and evaluate the curriculum and instruction methods in each school district, including on-site visits to selected schools, to insure compliance with the standards and purposes of the act." However, this monitoring process had never been described in a format available to the public, nor had the results of the monitoring visits been reviewed and described. The report presented this information for the first time. It was distributed to each of the community organizations with which the project had been working as well as to other interested persons.

Based on the experiences gained during this project, it is clear most parents have not been motivated, taught, supported or encouraged to become actively involved in the education of their children. It is also felt that many persons in the field of education or who are community leaders do not take an active role in addressing BSAP as an educational issue. Efforts were made to involve these persons and others in a one-day conference sponsored by the project. While 78 persons attended the conference, many more had been informed of the conference and had been invited to attend (See Appendix F).

Another need, as perceived by this project, is for schools to provide parent knowledge and participation programs which are different from parent education programs. As stated previously,

parent education programs implemented by the schools are usually aimed at broad strategies to elicit parent "support", or to encourage parents to work with their children on educational activities at home. These efforts generally are not designed to enable parents to 'initiate' contact with the schools for the purpose of assuring that the BSAP is serving their children well. The BSAP is a topic that should have been initiated as a public awareness program from its beginning, informing parents and guardians about the purpose and operation of the BSAP testing program, that test results are available to them, how to interpret test results, and how to obtain services necessary to work toward improvement of test results.

The project sought to informally determine the extent to which schools had attempted to involve parents in the understanding of the basic skills legislation. In all cases, such involvement occurred at PTA meetings, school advisory council meetings, and parent-teacher conferences. In many cases, more emphasis was placed on what parents could do to help their children at home than on assisting parents in understanding the BSAP and how to make sure it works for their children.

The primary conclusion drawn from the project experience is that there is a need for more affirmative efforts by local educators to conduct outreach activities for those parents whose children are most likely not to meet required BSAP standards. This is also a perception shared by community organizations with which SEPEP worked during this project (See appendix G). Not only do parents have a right to know what they should expect from the

BSAP, but only with this understanding will they be motivated to encourage their children to take advantage of basic skills instruction. It will take work to depart from traditional means of communicating with parents, and to break out of the institutional isolation of the school setting. But if the BSAP is to be more than an empty promise, public schools must meet that challenge.

APPENDIX A

MINUTES
S. C. CONFERENCE OF BRANCHES, NAACP
MONTHLY BOARD OF DIRECTORS'S MEETING
JUNE 12, 1982

The Monthly Board of Directors' Meeting was called to order by President, Dr. W. F. Gibson, 11:25 p.m., at the State Conference Office, Columbia, S. C.

6. Education - Willie B. Owens, Co-Chairman stated the committee is asking that each branch appoint and activate an Education Committee to address:

(a) the Higher Education Desegregation Plan. (Stated the State Conference Committee is planning a meeting with Drs. Nance and Carpenter soon).

(b) the implementation of the BSAT (Basic Skills Assessment Test) by contacting your local School Boards.

(c) the reduction of black faculty in local school districts.

Report received and adopted.

APPENDIX B

THE SOUTHEASTERN PUBLIC EDUCATION PROGRAM'S BASIC SKILLS ASSESSMENT - PARENT SUPPORT PROJECT

Background on Southeastern Public Education Program

The Southeastern Public Education Program (SEPEP) works to promote and assure the access of children from low-income and minority families to quality public education. Quality education, SEPEP belives, must necessarily be free of discrimination and prejudgement of a student's ability based on considerations of race, sex, handicapping conditions, and cultural and class origins.

SEPEP has maintained an office in South Carolina for 15 years. SEPEP works with citizens and educators to strengthen the capacities of the public schools to serve all children well. Through its various projects the SEPEP works to assure that parents are better able to participate in decisions about their children's educational welfare.

What is the BSAP?

The Basic Skills Assessment Program (BSAP) is a law passed by the South Carolina General Assembly in 1978. It requires testing of all public school students who enter the first grade, and who are in grades 1, 2, 3, 6, 8, and 11. Students are tested to determine if they meet minimum achievement standards established by the BSAP. If a student is found not to meet the required standards, the school district must provide "basic instruction to aid the student in bringing his performance up to the statewide standards."

What is the BSAP - Parent Support Project?

It is a project for parents of children who do/do not meet the mandated standards of the South Carolina Basic Skills Assessment Program (BSAP). The project prepares and encourages parents to have increased contact with the schools in which their children are enrolled to assure that their children are benefitting from the requirements of the BSAP.

What will the 'BSAP - Parent Support Project' provide?

Parents and citizens who participate in training provided by, or who personally consult with project staff will:

- Understand the general purpose and operation of the BSAP;
- Understand the educational implications of the BSAP for their child/children;
- Understand the importance of contacting local school officials/teachers to review and discuss results of their child's performance on the BSAP, and will be more likely to initiate such contact;
- Know what questions to ask, and how to interpret and use information, to be more effective in their discussions with school officials/teachers;
- Know what they can do to assure that their children receive assistance needed to be prepared to meet the objectives required by the BSAP;
- Know from what community groups/individuals they can seek assistance in understanding BSAP test results, communications from the schools concerning their child's/children's BSAP performance, and how to best relate to school officials/teachers;
- Act on the knowledge and understanding gained through their participation in this project.

Community organizations which participate in the project, and which primarily serve low-income and minority constituencies based in the project target districts, will:

- Inform their constituencies of the purpose, operation, and possible educational consequences of the BSAP;
- Provide training opportunities to their constituencies regarding the implementation of the BSAP;
- Provide assistance to their constituencies in determining how best to interact with local school officials/teachers to assure their children are receiving the assistance needed to meet the performance standards of the BSAP;
- Act on behalf of their constituencies to help assure that children who do not meet the required BSAP objectives receive the assistance necessary to meet the standards in subsequent assessments.

Who will provide this assistance?

Jerome A. Williams
Project Associate
BSAP - Parent Support Project
Southeastern Public Education Program
1338 Main Street - Suite 501
Columbia, South Carolina 29201
(803) 256-6711

THE BASIC SKILLS ASSESSMENT PROGRAM

"QUESTIONS AND ANSWERS"

I. OVERVIEW OF THE BASIC SKILLS ASSESSMENT PROGRAM

During the past several years more than two-thirds (35) of the states in the nation have mandated minimum competency programs for students in public schools. These mandates have been stimulated by the widespread perceptions of educators, parents, political leaders, and business persons that students graduating from public schools are performing the basic skills of reading, writing, and mathematics at an unacceptable low level. The mandated minimum competency programs which have resulted from these citizens concerns are what we call the South Carolina Basic Skills Assessment Program.

In 1978, the state legislature passed a law (ACT 631), that called for the establishment of statewide objectives for reading, writing, and mathematics. The law also requires that a readiness test be given at the beginning of the school year to every first grade student. In addition, basic skills test are to be given at the end of the school year to all students in grades 1, 2, 3, 6, 8, and 11.

The purpose of the BSAP is to improve the quality of instruction in the basic skills areas of reading, writing, and mathematics. Test scores will identify students strengths and weaknesses in the basic skills so that teachers can focus instruction to help students overcome their weaknesses. By having clearly defined instructional targets, South Carolina teachers can design instructional programs which promote student mastery of these skills.

II. IMPLEMENTATION IN SOUTH CAROLINA

1979-1980 - Establish a state basic skills assessment program that shall include the administration to all public school students at the beginning of grade one a readiness test (Cognitive Skills Assessment Battery-CSAB) that will be designed to measure a student's readiness to begin the formal school curriculum. The results of the readiness test shall be used to provide appropriate developmental and educational activities in the first grade. Based on the results of the test the school district shall advise (in writing) the parents of any student not indicating readiness for first grade work (Phy. Exam)

1980-1981 - Reading and mathematics skills test begin for grades 1, 2, & 3. The purpose of the test shall be that of diagnosis of student deficiencies and that of an aid in determining instruction needed by the student in achieving the minimum statewide standards set for each grade.

- Reading, writing, and mathematics skills test begin for grades 6 and 8.

- Develop or select, and field test, tests that will measure student achievement in the basic skills areas of reading, writing, and mathematics at the end of grade 11.

1981-82 -
1986-87 - Beginning in the school year 1981-82 and continuing through the school year 1986-87, administer test specified to all students.

The test for students in grades 11 (eleven) shall be for the purpose of collecting baseline data. Baseline data shall be used for program assessment and to provide assistance to those schools or districts in which the data indicates that program adjustments or modifications are most needed due to inordinate numbers of children not passing the test.

CHANGES

Frequently since the initiation of the Basic Skills Assessment program the questions, "So what is being done to meet the needs of students who are not ready?" and "So what is happening as a result of the testing?", have been raised. There have been many variations on the question and the responses have been equally varied.

Some districts have expended local funds to employ aides for first grade teachers in order to provide the teachers more time to work with students who need extra assistance. Other districts have initiated programs involving the parents of "not ready" students in activities designed to teach the parents how to help their children at home. Some districts have initiated summer programs to meet the needs of students who, at the end of kindergarten, seemed to be "not ready" for first grade. Still others have provided additional materials for first-grade teachers to use in working with the "not ready" group. Additionally, some school districts have made changes that incorporate two or more of the approaches just mentioned. Also the Department of Education has done several things to assist district personnel in meeting the needs of "not ready" students. Thru the Department many resource materials and publications have been made available.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT ACT

The South Carolina Basic Skills Assessment Act (No. 631) was passed by the S. C. state legislature and became a law in 1978. This law provided for the establishment of statewide educational objectives in the basic skills areas (reading, writing, mathematics), for grades kindergarten through 12. The law requires each child entering the first grade to take a "readiness" test called the Cognitive Skills Assessment Battery (CSAB) during the first 15 days of school. The law also says that if a child entering first grade is reported to be "not ready" for first grade work, the teacher must provide that child with "appropriate developmental and educational activities".

What Does It Mean To Be "Ready or Not Ready"

The school system would like for children to know certain things entering first grade. If the children know how to do these things, it is more likely that the children will be ready for first grade instruction. If your child scores at least 88, he/she is reported as "ready" to do first grade work. Highest possible score is 117. If your child scores 87 or below, he/she is reported as "not ready" to do first grade work. There are many children in South Carolina that do not have the readiness skills they need when they enter first grade. Last year, over 13,000 children who entered first grade were reported to be "not ready". Even children who were able to pass the readiness test and were classified as "ready" may not have been able to perform adequately in all the skill areas tested.

What Should You (Parent(s)/Guardian(s) Do When Your Child is Reported "Ready" or "Not Ready"

You have certain rights and responsibilities as a parent/guardian, as it relates to your child's education and the Basic Skills Assessment Act.

Rights and Responsibilities

- To request the school provide you with written information about your child's test results. (You should do this if your child was reported as "ready" or "not ready".)
- To be informed, in writing, by the school within 15 days after your child has taken the test if your child was classified as "not ready".
- To expect that the school will explain to you the "deficiencies" your child may have that were identified by the test.
- To expect that the school will suggest how you can work with your child at home to help him/her overcome the "deficiencies" identified by the test.
- To expect that your child's teacher will provide your child with "appropriate developmental activities" to help him or her overcome the deficiencies identified by the test.

HOW TO MAKE SURE YOUR "NOT READY" CHILD BENEFITS FROM THE SOUTH CAROLINA BASIC SKILLS ASSESSMENT ACT

Has your child taken a test called the Cognitive Skills Assessment Battery, sometimes referred to simply as the "Readiness Test"? Was he or she found to be "not ready" to begin regular first grade work? If so, the South Carolina Basic Skills Assessment Act requires your child's school to provide the special help needed to get your child ready to do first grade work.

It is up to you to make sure your child gets the special help which the law says the school must provide your child. To make sure that your rights and the rights of your child under this law are protected, it is necessary for you to:

1. **Request from the school all written information regarding the results of your child's performance on the test, the Cognitive Skills Assessment Battery.**
2. **Schedule a conference with your child's teacher.**
3. **Find out from your child's teacher the specific "deficiencies" -- which were identified when your child took the test -- that are preventing your child from being ready to begin first grade work.**
4. **Find out from your child's teacher exactly what kind of help your child will receive. The law says the teacher will provide "appropriate developmental activities." Ask for specific examples of the activities being provided.**
5. **Find out from your child's teacher whether your child will be placed in a regular first grade class.**

(turn this page over)

6. Find out from your child's teacher whether your child will be provided the "appropriate developmental activities" in:

   - a regular first grade classroom?
   - a special class or resource room for part of the school day? How long?
   - a special class, separate from the regular first grade class, for the entire school day?

7. Find out from your child's teacher approximately how long the teacher thinks it will take your child to acquire the skills necessary to be ready to begin first grade work.

8. If your child is placed in a separate class for the entire school day because he or she is "unready", find out how your child will be given the opportunity to begin regular first grade instruction when he or she is "ready."

9. Find out from your child's teacher how you can help your child improve his or her readiness skills at home. Ask for specific suggestions or materials you can use to help. Your child's teacher should have special books prepared by the State Department of Education for this purpose.

10. Before you leave, schedule another conference with your child's teacher. This should take place within three weeks.

11. Tell your child's teacher that you expect to be kept informed about your child's progress in school. Say you would like to be called or sent notes telling you about your child's progress.

If you have questions or concerns about readiness testing and your child, you can contact us: Southeastern Public Education Program, P.O. Box 11592, Columbia, S.C. 29211. 252-0975

APPENDIX C

PARTICIPANT QUESTIONNAIRE

	YES	NO
1. Do you now have a general understanding of what the BSAP is?	✓	
2. Do you understand its purpose?	✓	
3. Are you now aware of what may happen with your child, after he/she takes this test?	✓	
4. Did this training session make you more interested in your child's test results?	✓	
5. Did this training session make you more interested in contacting local school officials/teachers to review and discuss your child's test results?	✓	

6. Do you have child/children in any of these grades? (Please check) (If more than one child in school, please check grade of each child)

1	____	6	✓
2	____	8	____
3	____	11	____

7. As a result of your child taking this test, was your child reported to be:

____ Ready
____ Not Ready
✓ I do not know
____ I do not wish to respond

8. Do you feel you need further assistance in contacting your local school officials and teachers about your child's performance on this test or any other test the school may have given? (Please circle one)

YES (NO)

Name _____

Phone No. _____

APPENDIX D

REPORTING TO PARENTS

ACT 631

Section 2. (f) (1) "Provide in writing test result information to any parent or guardian of a dependent child when the parent or guardian requests such information."

Section 7. "The parents or guardian of any student who does not meet the minimum standards set for any test prescribed in this act shall be notified in writing by the school and such notice shall be filed in the scholastic records of the student concerned."

When you send home The Student Report supplied by the State Department of Education, the requirements of the law mentioned above should be met. (Parent letter on back of Student Report.)

Section 2. (f) (2) "Provide test information and explanations of deficiencies to a parent or guardian of a dependent child found to have deficiencies and make suggestions for appropriate assistance to be given to the dependent child by the dependent child's parent or guardian."

This section of the law should be met if:

The parent and teacher participate in a conference to discuss student's deficiencies and ideas for parental assistance

and/or

A district/school sends with the Student Report suggestions for the parent to assist their child and the parent returns the signed verification form.

However, if after the Student Report has been sent home and the school receives no response from the parent, the school should attempt to contact the parent again. A follow-up communication in the form of a letter, postcard, or logged telephone call will suffice as a reasonable attempt on the part of the school to satisfy the requirements of the law.

SUGGESTED DISTRICT/SCHOOL PLAN OF ACTION

Establish a policy for notification of parents to include:

1. Method of distribution of Student Reports.

2. Method of verification that parents of students scoring below state standard received the Student Report.

3. Method of explaining student deficiencies and making suggestions for assisting students.
   A. Parent/teacher conference.
   B. Attach to Student Report ideas for suggested assistance.

4. Method of follow-up communication for parents of students scoring below state standard --
   A. Letter.
   B. Postcard.
   C. Logged telephone calls.

5. Method of recording parent/teacher contact for students scoring below state standard. In student's scholastic record, place
   A. Copy of Student Report;
   B. Verification of receipt of Student Report;
   C. Conference date and statement (if made);
   D. Follow-up communication (if necessary).

VERIFICATION OF RECEIPT OF STUDENT REPORT

_____
Date

Name of Student _____

Name of Teacher _____

School _____

Dear Parent,

Please sign and return the following:

I have received the results of the Basic Skills Assessment Program tests which were administered in May 1982.

Parent's Signature _____

Date _____

A conference time can be arranged for you to talk with the teacher. If you would like to have a conference with your child's teacher, please sign below. If you have a preferred date and time, please state. A conference will then be scheduled for you.

Yes, I would like for you to schedule a conference for me on

_____
Date Time

Parent's Signature _____

FOLLOW-UP LETTER TO PARENT

(SAMPLE #1)

TO: The Parent(s) of (student's name)

FROM:

DATE:

SUBJECT: PARENT/TEACHER CONFERENCE

We are sure that you did not receive the postcard that we sent to you with your child's score report on the Basic Skills Assessment Program tests. Because the basic skills of Reading, Writing, and Mathematics are so necessary for your child's future success in school and in life, we would like you to meet with your child's teacher. While there are many things the school can and will do, there are things that you can do at home. For example, we urge you to set aside a regular time each day for school work and let your child know that you consider education to be of great importance.

There are many ways that you and the school can work together to help your child achieve success during his/her school experience. We shall be most happy to share our ideas of specific assistance for your child's improvement. Please call the school (Phone # _____) to set up a time that is convenient to you.

_____
Teacher Signature

FOLLOW-UP LETTER TO PARENT

(SAMPLE #2)

Dear Parent:

In early September we mailed you the Basic Skills Assessment Program test score report, along with a reply card for your child. This report indicated that (Child's Name) did not meet all the standards, and we requested a conference with you. We have not heard from you in regard to a follow-up conference.

Please allow us to help your child further by meeting with us to plan ways to improve his/her school achievement. You can do this by indicating on the enclosed postcard when you can meet with his/her teacher and returning the postcard to us or calling the school at (School Phone No.).

Your response will be appreciated.

Sincerely yours,

Teacher

Enclosure

APPENDIX E

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	# Persons Attending Presentation
2/16/82	Florence, S. C.	Florence (city)	Florence Head Start Educ. Comm.	15
*2/17/82	Columbia, S. C.	Richland	Midlands Head Start Educ. Comm.	15
2/19/82	Orangeburg	Aiken, Allendale, Bamberg, Beaufort, Fairfield, Hampton, Jasper, Lexington, Newberry, Orangeburg, and Richland	S. C. Dept. of Social Services and S. C. State College Title XX - Region II Day Care Conference	48
2/23/82	Aiken	Aiken (city)	Aiken Head Start (PTA)	26
3/9/82	Johnsonville, SC	Florence	Florence Head Start (PTA)	23
*3/10/82	Hopkins	Richland	Midlands Head Start (PTA)	17

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	# Persons Attending Presentatatior
3/16/82	Walterboro	Colleton	S. C. Dept. of Social Services (Regional Title XX Training)	54
3/17/82	Irmo	Lexington	Macedonia Baptish Church (Parent Seminar)	22
3/18/82	Timmonsville	Florence	Timmonsville Child Care Center (PTA)	16
3/25/82	Cayce	Lexington	Greater Columbia Boys Club	22
3/26/82	New Ellenton	Aiken	Aiken School District	42
4/8-9/82	Myrtle Beach	Statewide	S. C. Statewide Headstart Conference	75

BSAP PARENT SUPPORT PROJECT

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	# Persons Attending Presentatat
4/13/82	Winnsboro	Fairfield	Greenbriar Head Start PTA	26
4/14/82	Moncks Corner	Berkeley	S. C. Dept. of Social Services Title XX Parent Education Program	21
*4/14/82	Columbia	Richland	Gonzales Garden Day Care Title XX - PTA 1505 Garden Plaza Columbia, SC	23
*4/15/82	Sumter	Sumter	High Hill Day Care - PTA	38
*4/19/82	Bamberg	Bamberg	Denmark Technical College	12
*4/20/82	Columbia	Richland	Humanics & DSS (Training & Technical Asst. Staff)	13

BSAP PARENT SUPPORT PROJECT

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	# Persons Attending Presentatatio
4/20/82	Johnsonville	Florence	Florence Head Start	22
4/21/82	Goose Creek	Dorchester	S. C. Dept. of Social Services Parent Education Program	24
4/28/82	Lynchburg	Lee	Lynchburg Child Care Title XX	55
*4/29/82	Moncks Corner	Berkeley	S. C. Dept. of Social Services	12
5/5/82	Charleston	Charleston	S. C. Dept. of Social Services Title XX Training	36
5/12/82	Bishopville	Lee	Bishopville Day Care Title XX	15

BSAP PARENT SUPPORT PROJECT

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	# Persons Attending Presentatatio
*5/18/82	Columbia	Richland	SEPEP	78
*5/20/82	Hampton	Hampton	S. C. Dept. of Social Services Parent Education Program	26

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	# Persons Attending Presentatation
5/26/82	Aiken, SC	Aiken	S. C. Department of Social Services Title XX Staff Development	18
6/10/82	Aiken, SC	Aiken	USC - Aiken and S. C. Department of Social Services Practicums in Early Childhood	27
6/17/82	Moncks Corner, SC	Berkeley	S. C. Department of Social Services Title XX Day Care	16
6/17/82	Columbia, SC	Richland	Humanic Associates Broad River Day Care (Parent Education Program)	12
6/18/82	Goose Creek, SC	Berkeley	S. C. Department of Social Services Title XX Training	18

BSAP PARENT SUPPORT PROJECT

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	# Persons Attending Presentatation
6/20/82	Cross, SC	Berkeley	S. C. Department of Social Services Parent Education Program	21
6/23/82	Orangeburg, SC	Orangeburg, Marion, Aiken, Florence, Calhoun	S. C. State College Early Childhood Education Summer Workshops	32
6/23/82	Walterboro	Colleton	S. C. Department of Social Services Title XX Staff Development and Training	26
6/24/82	Charleston, SC	Charleston	Charleston County Dept. of Social Services Parent Education Program	15
7/1/82	Rock Hill	York	Winthrop College (General audience)	34
7/8/82	Rock Hill	York	Winthrop College Early Childhood Education Classes	36

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	#Persons Attending Presentati
7/13/82	Smoaks, S. C.	Colleton	Low Country Community Action Agency (Smoaks Head Start)	25 ncy
7/16/82	Cross, SC	Berkeley	S. C. Dept. of Social Services (Cross Day Care)	16
7/30/82	Goose Creek, S. C.	Berkeley	S. C. Dept. of Social Services (Liberty Hall Day Dare)	19
8/10/82	Charleston, S. C.	Statewide	SCACUS	100+
8/11/82	Florence, SC	Florence, Marion, Dillon, Calhoun, Sumter, Lee, Marlboro, Horry, Kershaw, Darlington, Williamsburg, Clarendon	Region III - Training Advisory Board	48
8/19/82	Colleton, S. C.	Colleton	S. C. Dept. of Social Services Colleton County D. S. S.	14

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	#Persons Attending Presentati
8/24-25/82	Hartsville, S. C.	Darlington	Darlington County Community Action Agency	28 +23 51
8/26/82	Jonesville, S. C.	Colleton	Colleton County DSS Jonesville Day Care	32
8/31/82	Columbia, SC	Statewide	S. C. ETV	
9/13/82	Sumter, S. C.	Sumter, Lee, Florence, Marion, Darlington, Kershaw, Clarendon	S. C. Dept. of Social Services	50
10/11/82	Columbia, S. C.	Richland I	Mill Creek Elementary School PTA	200
10/27/82	Greenville, SC	Greenville, SC	Sunbelt Human Advancement Resources, Inc. Second Annual Economic Opportunity Conference "Education As An Advancement In Human Capital"	60

BSAP PARENT SUPPORT PROJECT

Date of Presentation	Town/City	School District	Name of Organization Sponsoring Presentation	#Persons Attending Presentatio
11/8/82	Columbia	Statewide	WIS-TV	
11/20/82	Rock Hill, S. C.	Rock Hill	Mt. Prospect Baptist Church	15

APPENDIX F

SOUTHEASTERN PUBLIC EDUCATION PROGRAM
AMERICAN FRIENDS SERVICE COMMITTEE

The Barringer Building
1338 Main Street-Suite 501
Columbia, South Carolina 29201

803-256-6711

May 6, 1982

TO: Educators, Community Organizations, and Persons Concerned

FROM: Jerome A. Williams, Project Associate
Southeastern Public Education Program
Basic Skills Assessment Project

SUBJECT: Meeting, Tuesday, May 18, 1982, 10:00 AM

The meeting, I think you will find most informative. It will be held at:

The University of South Carolina
Russell House Theatre
Green Street
Columbia, South Carolina

My aim is to bring together a constituency group which has limited, defined, or in some cases no contact with the Department of Education. The focus of the meeting will be the role of community agencies, organizations, institutions, and citizens in the BSAP implementation. We expect to cover some important topics about the Basic Skills Assessment Program and how it relates to your present endeavors.

I do hope that you will make plans to attend. This is an opportunity for us to share in the responsibility of the educational welfare of children in South Carolina.

SEE YOU AT THE MEETING!

MEETING AGENDA

Tuesday, May 18, 1982

"Role of the Community in the BSAP Implementation"

10:00 - 10:15	Welcome and Remarks Mr. Wallace Brown, Chairman Basic Skills Advisory Commission
10:15 - 10:30	Why BSAP Implementation is Important to Community Groups Dr. Milton J. Kimpson Executive Assistant to the Governor Division of Education, Health, and Human Services
10:30 - 11:00	BSAP: Information and Update Mr. Jerome Williams, Project Associate Southeastern Public Education Program
11:00 - 11:45	Functions of the Department of Education in Implementing the BSAP

Test Development and Administration - Dr. Paul Sandifer, Director
Office of Research

Monitoring and Technical Assistance - Mr. James Buckner, Chief Supervisor
Basic Skills Section

11:45 - 12:00 noon	Participants' Concerns Questions to the Department of Education
12:00 - 1:15	Lunch
1:15 - 2:15	Panel Discussion "Role of Community Agencies, Organizations, and Citizens in the BSAP Implementation" Mrs. Jackie Oakley, Child Development Coordinator S. C. Appalachian Health Council Greenville, South Carolina Mrs. Georgia Mance, Education Coordinator Florence County Community Action Agency Florence County Head Start Florence, South Carolina Mr. Jim Hockman Director of Teacher Center *Governor's Task Force for Citizen Participation in Education Mrs. Jessie Chandler S. C. Education Association *State Chairperson for Education - NAACP

2:15 - 2:30	"Questions and Answers"
2:30 - 2:45	Resources and Techniques Mrs. Rhonda Corley Early Childhood Education Consultant Basic Skills Section Department of Education
2:45 - 3:00	Closing Remarks Mr. Hayes Mizell, Director Southeastern Public Education Program

APPENDIX G

Calhoun County Public Schools

E. Bridge Street • P.O. Box 215

Administrative Offices • St. Matthews, S.C. 29135 • Area Code (803) 874-1513

February 4, 1982

Mr. Jerome Williams
Southeastern Public Education Program
The Barringer Building
1338 Main Street - Suite 501
Columbia, SC 29201

Dear Mr. Williams:

Please accept my apologies for not getting back in touch with you earlier. Serving as a juror and bad weather upon our return after the holidays threw us a little off base. We're just getting back to normal.

I did, however, speak to my superintendent, one of our principals, and a number of community persons. Their reactions were positive.

I have enclosed a list of ministers, community persons and others whom I feel would be helpful in promoting your program and helping our boys and girls.

Please call me if I can be of further assistance.

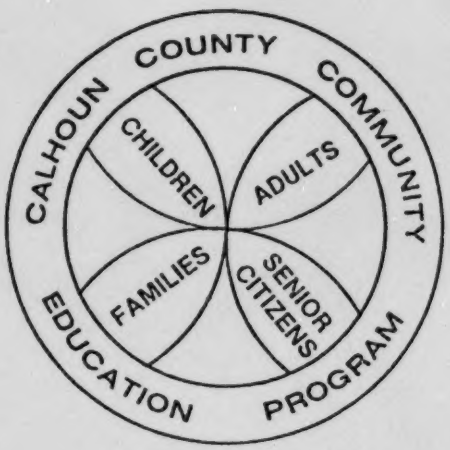
Sincerely,

Janice Larrymore

Janice Larrymore
Director of Community Edcuation

Enclosures

COMMUNITY RESOURCE SPEAKERS



COMMUNITY EDUCATION OFFICE
Calhoun County Public Schools
St. Matthews, S. C. 29135
(803) 874-1513

GIRL SCOUTS (How To Get a Troop Organized)
Loretta Harden
Home: 874-2085 Office: 874-1513

GRAIN HANDLING (SOYBEAN PROCESSING)
(Continental Grain, Cameron, S. C.)
David Lauryn
Office: 823-2211

HEALTH CARE - PREVENTION/COST EFFECTIVE
Jackie Wylie, RN
Home: 874-2558 Office: 874-3282

HEALTH - THE ADULT POPULATION
Gatsie B. Paulling, RN
Home: 874-3611 Office: 874-2037

HIGHWAY SAFETY
(Career Opportunities in S. C. Highway Patrol)
Capt. Robert W. Smith
Lt. C. I. Coleman
Lt. J. K. Gaines
Lt. J. H. Hood
Office: 758-2194

HOME ECONOMIST (CLEMSON EXTENSION)
Nancy S. Harrison
Home: 874-2485 Office: 874-2354

HOME REPAIRS
Clarence Larrymore, Jr.
Home: 874-2993

HOW TO HELP YOUR CHILD BENEFIT FROM THE BASIC SKILLS ASSESSMENT PROGRAM
(Basic Skills Assessment Program - Parent Support Project)
Jerome Williams
Office: 256-6711

INDUSTRY - LOCAL - TEEPAK
A. L. Reitemeier
Office: 796-9730

LAW ENFORCEMENT (Crime Watch)
Sheriff Elliot G. Rucker
Home: 874-3725 Office: 874-2741

LAWYER - PALMETTO LEGAL SERVICES
(Spouse Abuse, Child Support, Drug Program, Termination of Parental Custody)
Thomas Ray Sims
Home: 533-0727 Office: 533-0116

AIKEN COUNTY HEAD START
P.O. BOX 468
SALLEY, S.C. 29137
(803) 258-3826

February 17, 1982

Mr. Jerome A. Williams
BSAP - Parent Support Project
Southeastern Public Education
Program
The Barringer Building
1338 Main Street - Suite 501
Columbia, South Carolina 29201

Dear Mr. Williams:

We look forward to seeing you again on Tuesday evening, February 23 at 7:30 p.m. We have both the overhead projector and the white screen which you requested and will have them available for your use that evening.

We are sending special notices to the parents of our oldest children in hopes that they will make a special effort to attend. Let me know if I can assist you any further.

Sincerely,

Karen Strain

Karen B. Strain, M.S.W.
Parent Involvement/Social Services Coordinator

FREDDIE L. WILLIAMS
EXECUTIVE DIRECTOR
THELMA BROWN
HEADSTART DIRECTOR
CAROLYN D. JOHNSON
SECRETARY

FLORENCE—MARION—DILLON COUNTIES HEADSTART
304 North Alexander Street — Post Office Box 5229
Florence, South Carolina 29502-2229
Telephones: 662-9632 or 662-8925

February 5, 1982

Mr. Jerome A. Williams, Project Associate
BSAP-Parent Support Project
Southeastern Public Education Program
1338 Main Street - Suite 501
Columbia, South Carolina 29201

Dear Mr. Williams:

Per our conference with you on January 12, 1982, concerning the possibility of you providing training in the area of the BSAP, I am interested in having you meet with our Education Committee on Tuesday, February 16, 1982, at 10:00 a.m. to discuss the Basic Skills Assessment Program.

The Education Committee consists of staff from our agency, teachers and administrators), parents from each of our centers and interested persons from the community. There are approximately twenty-one persons on the committee.

Mrs. Black and I feel that this would also be a good time to inform the agency, parents and staff about the BSAP and possibly set up training schedules with the staff and parents from all of our centers.

If you are available on February 16, please advise me so that further scheduling can be made. The meeting will be held at Cumberland United Methodist Church Education Building in the Library, 163 South Coit Street, Florence, South Carolina-----662-2904. Our meeting will begin at 9:00 a.m., however, we will schedule your presentation for 10:00 a.m.

Thank you for your consideration to this request.

Sincerely,

Georgia M. Mance

Georgia M. Mance
Education Coordinator

GMM/cdj

COLUMBIA, SOUTH CAROLINA

FRIDAY, MARCH 19, 1982

STATE-WIDE MEETING OF CHILD CARE PROVIDERS AND PARENTS

THE AGENDA: THE FUTURE OF PUBLICLY-FUNDED CHILD CARE UNDER THE NEW FEDERALISM

I. WELCOME AND OPENING REMARKS---------- Mrs. Frieda R. Mitchell
Executive Director
United Communities For Child Development, Incorporated
Beaufort, South Carolina

II. BACKGROUND INFORMATION ON STATE ASSOCIATION OF CHILD CARE PROVIDERS---------- Mr. Freddie Williams
Executive Director
Florence County CAA
Florence, South Carolina

III. THE NATIONAL SCENE---------- Mrs. Helen Blank
Child Care Specialist
The Children's Defense Fund
Washington, D. C.

IV. THE STATE SCENE---------- Mrs. Betty Carnes, Director
Division of Child Development
South Carolina Department of Social Services
Columbia, South Carolina

V. REMARKS---------- ~~Mr. Hayes Mizell, Co-Director~~
Jerome Williams SEPEP
Columbia, South Carolina

Mr. Stuart Andrews
Fair Budget Coalition
Columbia, South Carolina

QUESTIONS AND ANSWERS

ADJOURNMENT

UNITED COMMUNITIES FOR CHILD DEVELOPMENT INC.

POST OFFICE DRAWER 159
BEAUFORT, SOUTH CAROLINA 29902
"LOVE TEN"

March 24, 1982

Mr. Jerome Williams
SEPEP
401 Columbia Building
Columbia, South Carolina 29201

Dear Jerome:

You made an excellent substitute. As a matter of fact, no one would have known that you were a substitute if the name did not appear on the agenda. You were very perceptive in tailoring your remarks to suit the occasion. As it turned out attenders were very concerned about the Basic Skills Assessment. There are so many concerns that parents have (poor and moderate) about what is happening to them on all fronts that it would take us three days to adequately cover all areas of concern. I had spoken to Hayes about a meeting of Title I parents, and I do feel strongly about getting some information to them. I heard on the news that the Charleston parents are not just "taking it." They are expressing their opposition to the school board's decision to eliminate teacher aides. The group here needs to be informed and be given some suggested alternatives.

I want to thank you again for participating in the meeting and I felt that things went well. I was pleased with the turn out, especially at such an hour of the day.

Do let us keep in touch, and we will try to arrange a meeting.

Best regards,

Frieda

Frieda R. Mitchell
Executive Director

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FROM MINUTES OF UCCD MEETING OF 3/19/82

Sharp criticisms were voiced by Ms. Marjorie Hammock of the National Association of Social Workers. Ms. Hammock raised several relevant questions regarding child care for AFDC women while they work, the ultimate results of the CWEP program in terms of real solutions to the welfare problem. Ms. Hammock stated that her organization rejects CWEP and urged that a serious look be taken at what is being proposed under this program.

Ms. Hammock informed the group that a strategy for action had been worked out by the Fair Budget Coalition, and she invited the group to join in the April 15 visits to the offices of the Congressional Delegations across the state while they are at home for the Easter break. More detail of the visits would be shared with the group prior to that time.

Jerome Williams shared information on the proposed further cuts in the Title I (Now Chapter I) program in the public schools and what it would mean for educationally disadvantaged children. He also discussed the Basic Skills Assessment program, and a great degree of interest was and concerns were expressed by many parents who attended the meeting. The appropriateness of the test for poor children from different cultures was raised by Mrs. Mildred King, a parent from Beaufort, South Carolina. She stated that there are many expressions and life-styles that are peculiar to some children and foreign to others. Other parents raised the question of what parents can do in order to help get their children ready for the first grade. Mrs. Mitchell responded by saying that there is no substitute for parental involvement in the education of their children. She stated that parents can no longer afford to stay at home and send their children to school without becoming involved with the schools. Parents should visit the schools, attend meetings and volunteer their services when possible.

Everyone wanted to know what they can do when they return home. An immediate action was suggested: Letters should be written to Congressmen and

NATIONAL
BLACK
CHILD
DEVELOPMENT
INSTITUTE, INC.

JADINE WHITAKER
President
JOHNNIE MITCHELL
Vice President
EVALINA LADSON
Secretary-Treasurer
GARDENIA WHITE
Public Policy Chairperson
GEORGETTE ADDISON
Membership Chairperson
REMONA BROOKS
Publicity Chairperson

March 10, 1982

Jerome Williams
C/O Southern Public Education Program
1338 Main Street #501
Columbia, S.C. 29201

Dear Mr. Williams:

The Charleston Lowcountry Affiliate of the Black Child Development Institute is most grateful to you for the stimulating presentation you gave on January 30th.

This was our first attempt to provide an opportunity for child advocates to discuss issues of concern about Black Children. We know our success was due largely to your contribution.

Again, thank you for spending the day with us and making it so pleasureable for the participants.

Sincerely,

Jadine Whitaker

Jadine Whitaker
Affiliate President

CHARLESTON-LOWCOUNTRY AFFILIATE
POST OFFICE BOX 2051 • CHARLESTON, SOUTH CAROLINA 29403

Darlington County Community Action Agency
116 WEST COLLEGE AVENUE
COMMUNITY BUILDING "B" HARTSVILLE, SOUTH CAROLINA 29550 803-332-1135

May 12,1982

Mr.Jerome A. Williams, Project Associate
B S A P - Parent Support Project
Southeastern Public Education Program
1338 Main Street- Suite 501
Columbia, South Carolina 2901

Dear Mr. Williams:

We have scheduled our Head Start Staff and Parent In-service Training sessions for August 25th, through August 27th, 1982.

During this training session we would like to provide our Head Start Staff and parents with information concerning the Basic Skills Assessment Program.
In order to accomplish this objective, we would gratuitously appreciate your participation in this training session.

If this is possible, we would like to set this tentative schedule for you. Wednesday, August 25th, 1982, from 1:30.P.M. until 3:30.P.M. at the Agency Central Office, 116 West College Avenue, Hartsville, South Carolina.

Mr. Williams, if this schedule is not convenient for you, will you please contact me at your concenience.

Sincerely,

Mildred R.Jackson, MRJ
Parent Involvement Coordinator

Lowcountry Community Action Agency, Inc.
334 Wichman Street
P. O. BOX 854
Walterboro, South Carolina 29488

AREA CODE 803
549-5576

JAMES E. McMILLAN
Executive Director

June 1, 1982

Mr. Jerome Williams
The Barringer Building
1338 Main Street, Suite 501
Columbia, South Carolina 29201

Dear Mr. Williams:

This letter is to thank you very much for being interested in our Head Start Program. We would like for you to conduct a presentation at our next Parent meeting, to be held on Tuesday, July 13, 1982, at 7:00 P.M. at our Head Start Center in Smoaks, S.C., concerning the Basic Skills Assessment Program (BSAP).

We will be looking forward to seeing you there. For further information, please do not hesitate to contact me at (803) 562-8630.

Thanking you in advance for your time and cooperation in this matter.

Sincerely,

Darlynn Middleton

Darlynn Middleton
Parent/Social Service Coordinator

DM:cc

SOUTH CAROLINA STATE COLLEGE

ORANGEBURG, SOUTH CAROLINA 29117

SCHOOL OF HOME ECONOMICS

OFFICE OF CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION

June 24, 1982

Mr. Jerome A. Williams
Project Associate BSAP-
Parent Support Project
Southeastern Public Education Program
1338 Main Street - Suite 501
Columbia, South Carolina 29201

Dear Mr. Williams:

I would like to request your services to assist us in familiarizing the group to the Basic Skill Assessment Program. The Early Childhood Education unit here at South Carolina State College is conducting an Early Childhood workshop and the participants represent teachers in Early Education throughout the state. If possible, I would like to utilize your services on Monday, June 23, 1982 at 8:30p.m.

Let me take this opportunity to thank you in advance.

Sincerely,

Jesse Kinard

Jesse Kinard, Ph.D.
Coordinator, Early Childhood
Education

JK:pav

MRS. LAUREEN D. DUREN
Director
MRS. SARAH ANDERSON
Secretary

MRS. LINDA F. ANDERSON
Accounting Clerk
MRS. THELMA HANNIBAL
Lead Teacher

Lynchburg - Elliott Child Care Center
POST OFFICE BOX 27
LYNCHBURG, S C. 29080

July [illegible], 1984

Southeastern Public Education Program
... Hayes Mizell, Director
The Barringer Building
1338 Main Street Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

The BAAP Parent Support Project Workshop presented by Mr. Jerome Williams was very informative and enlightened to the parents and many teachers of this area. Mr. Williams presentation was educationally stimulating and thus evoked great participation from the members attending. Questions such as " How can I as a parent insure the BAAP" is working in my area ? How can I know if my child is actually being prepared? What basically is the BAAP and what should it mean to me, my child and the school? All questions were answered and if referral was needed information was provided on where to seek the additional information.

Also, I have seen evidence of area parents utilizing information provided in the [illegible]. Parents plan to attend [illegible] application for Child Development services- Mrs. In your survey don't to assess my child when he/she is first enrolled are you familiar with the BAAP program? Some preparation needs to be in the Day Care Centers?

I feel the State Department and the Southeastern Public Education Program should take these type workshops a joint efforts working through the local school district and other educational institutions. People like Jerome Williams, who can relate to parents, teachers and educators alike should present workshops of this type. Jerome was great. He knew the program and was able to present it.

Not all parents and school districts are fully aware of the importance of this program I would request additional workshops and handouts on booklets stressing the importance of the follow-up procedures in understanding the BAAP.

Sincerely,

Laureen D. Duren

Mrs. L. D. Duren
Director

Meadow Prong Baptist Church Day Care Center

Route 1, Box 324 AA
Effingham, South Carolina 29541
Telephone (803) 662-7860

July 9, 1982

Mr. M. Hayes Mizell
The Barringer Building
1338 Main Street-Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

In response to your letter dated June 28, 1982, a workshop was conducted at the Meadow Prong Baptist Church Day Care Center to inform parents of the Basic Skills Assessment Program. Mr. Jerome Williams spoke to the Parent Involvement Committee on January 21, 1982 with approximately ten (10) persons in attendance.

The information provided by Mr. Williams was informative. Most parents thought the BSAP was only administered to children entering the first grade. Some parents did not know the BSAP is a state law enacted by the South Carolina General Assembly in 1978. Parents also were not aware of the impact this type of testing has on their children from day one of early childhood education; that it makes a difference whether the child starts off on the first grade level.

Parents we are involved with are now aware of the importance of providing their children with the best possible learning environment as a result of Mr. Williams visit. They are encouraged to consult with teachers of their children to keep up with the progress of their children. We have not conducted any follow up to find out if the information presented at the workshop is being used, therefore I cannot say we have evidence the BSAP is working for their children. Parents of the children in our center have shown more interest in our program as a result of this workshop and other sessions at the center.

The local school districts and the State Department of education should take some initiative to inform parents of BSAP before the child enters first grade. BSAP should be fully explained and the importance of kindergarten and other preschool programs should be stressed.

Personally, I would like to see the day that parents take a greater interest in the child's learning process and teachers being better prepared to deal with children who are "not ready" as well as with those who are "ready".

I hope this letter will be of some value in your research.

Sincerely,

Thelma W. Alexander

Thelma W. Alexander
Director

70

TWA:lpb

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SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA 29117

SCHOOL OF HOME ECONOMICS

OFFICE OF CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION

July 9, 1982

The Barringer Building
1338 Main Street-Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

Many of our workshop participants were aware of the Basic Skills Assessment Program here is South Carolina. However, there were several students who are undergraduates, head start teachers and high-school teachers who were not as informed as the early-childhood teachers.

The information shared by Mr. Williams was very informative and enlightening. The statistics and some factors which possibly shared in the results drew quite a bit of attention.

This is not the approprate time of the workshop to assess any definite plans or activities which were prompted by the presentation.

I do feel that teachers would benefit from an informational program on the BSAP if conducted at the early beginning of a school term or near the end of a term prior to the beginning of a new term.

In using the transparencies as Mr. Williams has prepared, it would be best to work within small informal groups. If he will continue to work with groups, sized 20 or more, I would suggest that he use a larger size lettering in order to read better from a distance. The primary typewriter makes a good sized type or lettering.

I wish to thank Mr. Williams again for the excellent presentation on BSAP. I do beleive that as teachers begin to present their teacher-made materials and activities within the following two-weeks, basic skills will be in the initial stage of their planning based on the 18 kindergarten objectivies.

Thanks again your cooperation in our summer early childhood work-shop.

Sincerely,

Dr. Jesse Kinard
Coordinator of Child Development
Early Childhood Education

Winthrop College

Rock Hill, South Carolina 29733

School of Education
Department of Special Education
Telephone 803-323-2151

July 13, 1982

Mr. Hayes Mizell
Project Director
SEPEP
1338 Main Street
Suite 501
Columbia, SC 29202

Dear Mr. Mizell:

I want to thank you on behalf of the students in my two classes and for myself for providing the opportunity to have Mr. Jerome Williams to come and share with us materials from the SEPEP Project. Mr. Williams arrived in ample time for an acquaintance with the aims and objectives of the project.

During his presentations Mr. Williams articulated with ease and fluidity without being verbose. The written "handouts" information provided additional support and were most appropriate to our concerns. The students reciprocated with questions and statements which enhanced our summer offerings, and brought greater understanding of the Basic Skills program in South Carolina.

Between classes, we were privileged to meet briefly with Dr. John Anfin, Chairperson of the Division of Curriculum and Instruction, Winthrop College. We expressed the hope that at a later time, Mr. Williams might return to meet with our faculty. Also, Dean Rex and Associate Dean Bobb were introduced to Mr. Williams.

Again, we do thank you for sharing Mr. William's expertise and the verbal and printed information with us.

Sincerely,

Offa Lou Jenkins

Offa Lou Jenkins, Ed.D.
Professor of Special Education

OLJ/bk
cc: Dean James Rex
Dr. John Anfin
Mr. Jerome Williams,
Project Associate
BSAP - Parent Support Project
1338 Main Street - Suite 501
Columbia, SC 29202

FLORENCE COUNTY COMMUNITY ACTION AGENCY

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Freddie L. Williams
Executive Director

July 13, 1982

Mr. Hayes Mizell, Director
S.E. Public Education Program
The Barringer Building
1338 Main Street - Suite 501
Columbia, S.C. 29201

Dear Mr. Mizell:

I am responding to your request relative to assessment feed back from our annual conference highlighting Mr. J. Williams presentation in our Early Childhood Education Workshop on April 8-9, 1982.

Mr. Williams, according to many parents and staff members, made an excellent presentation outlining the History and purpose of the program. Many questions were asked because they had little or no prior knowledge of the Basic Skill Assessment Program and its effect on the development of children in South Carolina.

I have no hard evidence that the workshop participants are actually using the information about the Basic Skill Assessment Program. However, it is strong indications that there are some interest.

I think the State Department of Education should initiate or sanction the program so local School Districts can have the State as a supportive arm in its implementation.

If we can be of any assistance in selling the program, please advise.

Sincerely,

Freddie L. Williams
Executive Director

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2685 S. Irby Street Post Office Drawer 12670 Florence, South Carolina 29504

South Carolina
Department of Social Services
P. O. BOX 1520
Columbia, South Carolina 29202

VIRGIL L. CONRAD
COMMISSIONER

July 13, 1982

Mr. M. Hayes Mizell, Director
Southeastern Public Education
Program
The Barringer Building
1338 Main Street - Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

We are pleased to reply to your letter of June 29, in which you asked for a letter giving our impressions and assessment of Mr. Jerome A. Williams' presentations in Region IV of the state. You will be glad to know that he has been well received in the Lowcountry of South Carolina which includes the counties of Charleston, Berkeley, Colleton, Dorchester and Georgetown. As you may know, Mr. Williams is an active member of the Region IV Training Advisory Board of which he shares in the task of providing educational opportunities for parents, interested citizens, teachers and administrators. Our impression of Mr. Williams is very favorable, and I speak on behalf of the entire board. He has indeed made an impression upon us and our Parent Center Committees throughout the region.

Even though the Cognitive Skills Assessment Battery (CSAB) is mostly administered in the Lowcountry by the local school systems and several child development programs, we were not informed about much of the information Mr. Williams presented. Many of the workshop participants in his sessions whose children are enrolled in day care programs and the public school system had not heard about the BSAP Testing Program. Now they are aware of the importance of citizens' participation and family involvement to make the program work for all the people in the state. Mr. Williams' skills as an educator/consultant reflect an honor on him, for participants seemingly responded to him quite well.

As a result of the BSAP workshops in the Lowcountry, participants are requesting resource materials in regard to the CSAB test which is administered in the fall of each year. As a matter of fact, the Division of Child Development plans to provide CSAB training in Region IV in September for all caregivers charged with the responsibility of administering the tests to five year olds. Naturally, we hope you would give Mr. Williams the opportunity to serve us at that time.

South Carolina Board of Social Services

MARY D. DUSENBERRY, CHAIRMAN; GEORGE D. HAMILTON, MEMBER; DR. OSCAR P. BUTLER, JR., MEMBER; W. JERRY FEDDER, MEMBER; JOHN C. WILLIAMS, JR., MEMBER; DR. AGNES H. WILSON, MEMBER; LUCY C. THROWER, MEMBER

In light of the continued school lunch reductions, I would like to see the State Department of Education take the initiative to somehow address this issue and its impact on low school achievement in terms of BSAP test results. Such information would motivate citizens' participation all the more and complement the outreach program. To focus on short term positive gains is not enough, for the long range results are just as important and in this case more important. Research data in several disciplines such as social work, psychiatry, psychology, and sociology reflect that all school age children need a balanced diet and much more in order to stimulate basic readiness skills. It appears to me that we are in the mist of judgment uncontaminated by data or this is another classic case of misinterpretation of research data.

In closing, I would like to say that your project has been most informative to all of us involved, for the subject of testing children has for many reasons not received the attention necessary. I applaud with the Region IV Training Advisory Board your organization's staff dedication to a worthwhile mission. Continue the good work of informing and educating a people to something that has long range implications with both positive and negative effects. To this end, I believe you ought to act on your wish in regard to the issues or problems of the BSAP implementation for your insight is clearer than mine.

Thank you for giving us the opportunity to serve you.

Sincerely,

Lorrin W. Harris

Lorrin W. Harris
Child Development Specialist
Division of Child Development

LWH/s

VIRGIL L. CONRAD
COMMISSIONER

South Carolina
Department of Social Services
P. O. BOX 1520
Columbia, South Carolina 29202-9988

July 15, 1982

Mr. M. Hayes Mizell, Director
Southeastern Public Education Program
The Barringer Building
1338 Main St. - Suite 501
Columbia, SC 29201

Dear Mr. Mizell:

We would like to take this opportunity to express our appreciation for the contributions that your project and staff have made to our work with providers of child care services in South Carolina.

Mr. Jerome Williams of your staff has participated in a variety of workshops and meetings with our staff and with staff and parents of both public and private child care programs. Mr. Williams has been able to inform these persons concerning the process and content of the Basic Skills Assessment Project (BSAP). He has helped them to become more aware of how important the BSAP is to the children with whom they work. He has also alerted them to problems which may arise for the children when they enter school systems where the BSAP is rapidly becoming the center around which instruction and remediation efforts are planned and implemented. We feel that our staff and the staff and parents of these child care centers are better informed about the BSAP system and that they have had an opportunity to learn about the role they might play in making it more effective.

It would benefit those involved in the care of young children if your efforts in this area would continue. We would like more information from both the State Department of Education and the School Districts about ways that the programs with which we work could be adapted to best prepare their children. We would also like to see more opportunities for the State Department of Education and School District staff to discuss the ways that the BSAP should be implemented.

We hope that this information will be of help to you as you plan for the future of your project. Please feel free to contact us if we can be of any further assistance.

Sincerely,

Jo Compton

Jo Compton
Child Development Specialist
Division of Child Development

JC/s

South Carolina Board of Social Services

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FREDDIE L. WILLIAMS
EXECUTIVE DIRECTOR
THELMA BROWN
HEADSTART DIRECTOR
CAROLYN D. JOHNSON
SECRETARY

FLORENCE—MARION—DILLON COUNTIES HEADSTART
304 North Alexander Street — Post Office Box 5229
Florence, South Carolina 29502-2229
Telephones: 662-9632 or 662-8925

July 23, 1982

Mr. M. Hayes Mizell, Director
Southeastern Public Education Program
The Barringer Building
1338 Main Street-Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

In reference to your letter dated June 28, 1982, regarding Mr. Jerome Williams' presentation of the Basic Skills Assessment Program to our Agency on February 16, 1982, I would like to inform you that Mr. Williams presented information that was very helpful and interesting to our Agency's Education Committee consisting of staff and parents.

Many of the participants were not aware of the Southeastern Public Education Program's goals and objectives. The parents in attendance were elated to know that there was an organization available to them to provide information on the Basic Skills Assessment Program relating to their rights and privileges. There were many questions the committee members asked Mr. Williams and found suitable responses to these problems.

Since this workshop, the staff and parents have had the opportunity to provide other staff and parents with this information, also, many of them have been able to question and conference with their children's teachers and administrators concerning their children's assessment results.

I feel the information Mr. Williams provided was helpful to me in providing similar information to other staff and parents of children entering Public School during this coming school year. Our parents in School Districts in these counties would definitely benefit from information such as this. It would certainly be ideal if the districts were able to provide similar data to all parents having children entering public school for the first time.

If the Southeastern Public Education Program and the State Department of Education and/or local school districts were able to coordinate an effective informational outreach program on the BSAP, many parents would be knowledgeable of their roles and the school district's roles, therefore establishing better

parent-teacher rapport and hopefully increasing the child's ability to function more effectively and academically in school.

Through personal experiences, I have found that when teachers are aware that parents are aware and show concern for their children, they seem to work more closely with that child and with that child's parents so that the child will develop to his fullest potential.

In closing, our staff and parents enjoyed and benefited from Mr. Williams' presentation and many of them agreed to have him come to their centers and present this information to their parents.

Mr. Williams is very knowledgeable about the Southeastern Public Education Program and the Basic Skills Assessment Program's goals and objectives and provides this information in a manner that all participants would understand and feel very comfortable in asking him questions.

I wish you continued success in your endeavors.

Sincerely,

Georgia M. Mance

Georgia M. Mance
Education Coordinator

GMM/cdj

(803) 799-2001

MIDLANDS
HUMAN RESOURCES
DEVELOPMENT COMMISSION

SAMUEL J. WASHINGTON, Executive Director

P. O. BOX 50626 • 1305 HARDEN STREET, COLUMBIA, S. C. 29250

April 28, 1982

Mr. Jerome Williams
1338 Main Street
Suite 501
Columbia, SC 29201

Dear Mr. Williams:

I wish to take this opportunity to thank you for the wonderful services that you provided our agency during our in-service training.

People like you help to make our jobs alot easier and more enjoyable. If I can be of any service to you please contact me at 799-2001, ext. 29, between the hours of 8:30 a.m. - 5:00 p.m.

Again, I would like to thank you for your cooperation in this worthwhile endeavor. I look forward to continuing our working relationship.

Sincerely,

Eartha G. Heyward

Eartha G. Heyward
Education/Career Dev. Coord.

ab

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MIDLANDS
HUMAN RESOURCES
DEVELOPMENT COMMISSION

SAMUEL J. WASHINGTON, Executive Director

P. O. BOX 50626 • 1305 HARDEN STREET, COLUMBIA, S. C. 29250

August 5, 1982

Mr. Hayes Mizell
1338 Main Street
Suite 501
Columbia, S.C. 29201

Dear Mr. Mizell:

Mr. Jerome Williams' presentation at our Head Start In-service was well appreciated. He shared with the Education staff information that many of them were not aware of.

During my routine monitoring visits, I have seen evidence that the Education staff are using the information that Mr. Williams shared with us.

The only concern I have at this time is that there is not enough media coverage of the B.S.A.P. project. Also, include the State Department of Education as much as possible.

Please accept my apology for this delayed response. I did not receive your first letter. If I can be of any assistance to the B.S.A.P. forject, please feel free to contact me.

Sincerely,

Eartha G. Heyward

Eartha G. Heyward
Education Coordinator

ESTABLISHED BY LEGISLATIVE ACT ON APRIL 29, 1976.
SERVING RICHLAND, LEXINGTON, NEWBERRY AND FAIRFIELD COUNTIES

FREDDIE L. WILLIAMS
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SECRETARY

FLORENCE—MARION—DILLON COUNTIES HEADSTART
304 North Alexander Street — Post Office Box 5229
Florence, South Carolina 29502-2229
Telephones: 662-9632 or 662-8925

August 5, 1982

Mr. M. Hayes Mizell, Director
Southeastern Public Education Program
The Darringer Building
1338 Main Street - Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

In reference to your letter dated June 28, 1982, regarding Mr. Jerome Williams' presentation of the Basic Skills Assessment Program to our Agency on February 16th and April 20th, 1982, I would like to inform you that Mr. Williams presented information that was very helpful and interesting to our Agency's Education Committee consisting of staff and parents and to the parents of Johnsonville Headstart Center.

Many of the participants were not aware of the Southeastern Public Education Program's goals and objectives. The Parents in attendance were elated to know that there was an organization available to them to provide information on the Basic Skills Assessment Program relating to their rights and privileges. There were many questions the committee members and parents asked Mr. Williams and found suitable responses to these problems.

Since this workshop, the staff and parents have had the opportunity to provide other staff and parents with this information, also many of them have been able to question and conference with their children's teachers and administrators concerning their children's assessment results.

I feel the information Mr. Williams provided was helpful to me in providing similar information to other staff and parents of children entering Public School during this coming school year. Our parents in School Districts in these counties would definitely benefit from information such as this. It would certainly be ideal if the districts were able to provide similar data to all parents having children entering public school for the first time.

If the Southeastern Public Education Program and the State Department of Education and/or local school districts were able to coordinate an effective informational outreach program on the BSAP, many parents would be knowledgeable of their roles and the school disctrict's roles, therefore establishing better

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FREDDIE L. WILLIAMS
EXECUTIVE DIRECTOR
THELMA BROWN
HEADSTART DIRECTOR
CAROLYN D. JOHNSON
SECRETARY

parent-teacher rapport and hopefully increasing the child's ability to function more effectively and academically in school.

Through personal experiences, I have found that when teachers are aware that parents are aware and show concern for their children, they seem to work more closely with that child and with that child's parents so that the child will develop to his fullest potential.

In closing, our staff and parents enjoyed and benefited from Mr. Williams' presentation and many of them agreed to have him come to their centers and present this information to their parents.

Mr. Williams is very knowledgeable about the Southeastern Public Education Program and the Basic Skills Assessment Program's goals and objectives and provides this information in a manner that all participants would understand and feel very comfortable in asking him questions.

Continued success in your endeavor.

Sincerely,

Georgia M. Mance

Georgia M. Mance
Education Coordinator

FLORENCE COUNTY OEO
CUMBERLAND DAY CARE
163 S. COIT STREET
FLORENCE, SOUTH CAROLINA 29501

August 6, 1982

Mr. M. Mizell, Director
South Eastern Public Ed. Program
1338 Main Street-Suite 501
Columbia, S.C. 29201

Dear Mr. Mizell

This letter is of reference to your letter on June 28,1982 in regards to Mr. Jerome A. Williams' presentation. Most of the parents were not aware of the CBSA Test; therefore, his presentation was very helpful in preparing their children for kindergarden.

The parents responded to Mr. Williams questions, made comments, and asked questions about their responsibility to help their children to be ready for school.

As director, your program can savour time in training parents and staff about testing children.

This assessment of information is needed to enable us to meet all of the educational needs of our children.

Yes, I feel all educational programs should have this very same goal in mind, because we all sould be directing our efforts for the betterment of our childrens' welfare.

In conclusion, Mr. Williams' presentation enlightened my parents on their role in enhancing the education of their children.

Sincerely,

Sarah A Nance

Sarah A. Nance
Director

South Carolina
Department of Social Services
P. O. BOX 1520
Columbia, South Carolina 29202

VIRGIL L. CONRAD
COMMISSIONER

August 9,1982

Mr. Hayes Mizell, Director
Southeastern Public Education Program
The Barringer Building
1338 Main Street - Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

In response to your letter of August 3, 1982, I regret that I cannot be of much assistance in assessing the BSAP workshop conducted in Aiken on May 26, 1982 by Mr. Jerome Williams.

I was unaware of this workshop and was not present at the time and therefore, am unable to respond to your questions. I did, however, attend the BSAP meeting held at USC on May 18, 1982 and found it to be very informative giving me a better understanding of the program.

As I present my workshops on the 18 Kindergarten Objectives, from time to time questions arise concerning the BSAP and the confusion surrounding it. I have continued to refer these concerns to Mr. Williams by leaving his name, address, and an information sheet with many of my CETA child care providers.

If I can be of any further assistance, Please let me know.

Sincerely,

Beckey Morrison
Beckey Morrison
Child Development Specialist

BM/d

cc: AEM

South Carolina Board of Social Services

MARY D. DUSENBERRY, CHAIRMAN
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LUCY C. THROWER, MEMBER, SIXTH DISTRICT

Florence_Dillon -Marion Headstart
304 Alexander Street
Florence, S.C. 29501

Mr. M. Hayes Mizell, Director
Southeastern Public Education Program
The Barringer Building
1338 Main Street - Suite 501
Columbia, S.C. 29201

Dear Mr. Mizell:

In response to your letter of June 28, 1982, concerning Mr. Jerome Williams' presentation of the Basic Skills Assessment Program to our Headstart Program on February 16, 1982. I attended the workshop and I felt that Mr. William have done a wonderful job in presenting the Basic Skills Assessment Program.

I must say that Mr. William was very helpful to the parents of our program, because he provided important information about the Basic Skills Assessment relating to parents rights and privileges.

I feel that the workshop has helped staff and parents to better understand the importance of following up on their child's need in relation to the Basic Skills Assessment. Parents atteding the workshop have become more knowledgeable of how to relate and or discuss their child's needs with the teacher.

I can say that Mr. William understand his role of working with the Headstart Staff and parents in implementing the Basic Skills Assessment Program.

Sincerely Yours,

Leona S. Black

Leona S. Black, Parent Coordinator.

Denmark Technical College
Solomon Blatt Blvd., P.O. Box 327, Denmark, S.C. 29042 803-793-3301

August 10, 1982

Mr. M. Hayes Mizell, Director
Southeastern Public Education Program
The Barringer Building
1338 Main Street-Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

Your letter of August 3 was received on August 6. I want to extend my sincere thanks to Mr. Williams for his presentation to our workshop on April 19, 1982, in Bamberg, South Carolina. So much of the information that Mr. Williams gave was useful. The Bamberg Self-Help agency is beginning to make practical utilization of some things presented by Mr. Williams. I did not remain throughout his presentation because as coordinator there was much to do. However, comments from several individuals have indicated a need to have Mr. Williams return.

I sincerely appreciate the cooperation of Mr. Williams and hope to use his services again in the near future.

Sincerely yours,

LeRoy R. Brwon, Ph.D.
Dean
Continuing Education
Division

jby

August 10, 1982

Mr. M. Hayes Mizell, Director
Southeastern Public Education Program
Barringer Building
1338 Main Street, Suite 501
Columbia, SC 29201

Dear Mr. Mizell:

I apologize for this belated reply to your letter. It was proposal writing time and I inadvertantly let your letter slide by.

I was very impressed with Mr. Williams' presentation to our parents and caregivers. On each occasion Mr. Williams was organized, created a very relaxed and open atmosphere for the participants, and had a thorough understanding of his subject matter.

The information he provided concerning the BSAP was new to most of the participants. On the occasions that the workshops were presented, I got a strong impression that most parents had a vague knowledge of the BSAP, but only that it was "some test they give children."

I have no knowledge that the workshop participants actually used the information that was given to them, but I am sure that they have a much better understanding of what the BSAP is and how it is used.

I would certainly hope that an informational outreach program, such as the one done by your office, be continued by the local school districts or the State Department of Education. This information is vital for parents to have concerning their children and their schools. An informed citizenry is absolutely necessary to maintain and upgrade the quality of education provided in our public schools.

Sincerely,

Ernest Ewing

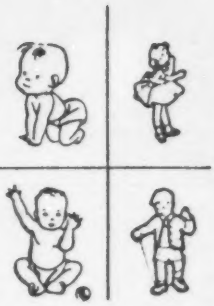
Ernest Ewing
Parent Involvement Specialist

EE:dme

HUMANICS ASSOCIATES
South Carolina SEO, 131 Morningfield Drive, Suite 101-B, Columbia, South Carolina 29210, 803-772-6740

Bishopville - Lee County
Child Care Center

410 Railroad Avenue P. O. Box 521 Bishopville, S.C. 29010 Telephone 484-6830



August 20, 1982

Southeastern Public Education Program
The Barringer Building
Mr. M. Hayes Mizell, Director
1338 Main Street,Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

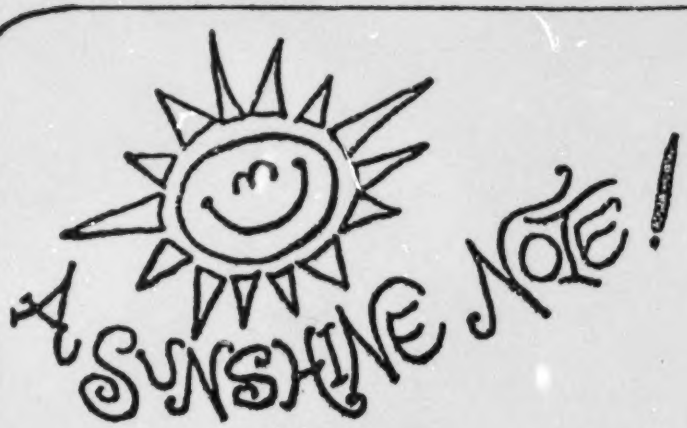
This letter is in reply to your request for some feedback information on the workshop presented to our organization on Wednesday, May 12, 1982. Mr. Williams provided information to the staff and to parents of children presently enrolled in the program and also with older children in the public schools of Lee County. Mr. Williams provided information of great importance by defining BSAP and explaning the importance of our children being prepared for the Basic Skills Testing which are given in grades 1,3,6,8,and 11. The term BSAP was an unknown term to many of the parents until Mr. Williams made his presentation. From the number of questions asked by the parents it is evident that the parents will use the information they received from the workshop. A suggestion that the local school district should present a written type test as a guideline for parents to follow in helping to prepare their younger children for the BSAP testing be used. Mr. Williams workshop was very well presented.

Sincerely yours,

Lillie M. Patterson

Lillie M. Patterson, Director

LMP:eph



RICHLAND COUNTY SCHOOL DISTRICT ONE

George E. Pawlas, Principal

Mill Creek Elementary School
925 Universal Drive
Columbia, South Carolina 29209

(803)-776-2572

August 24, 1982

Mr. Jerome A. Williams
Project Associate
BSAP-Parent Support Project
Southeastern Public Education Program
1338 Main Street-Suite 501
Columbia, South Carolina 29201

Dear Mr. Williams:

Thanks for taking time from your busy schedule to give us here at Mill Creek Elementary School more resources to work successfully with our parents. We will surely think of you as a resource person in planning parent meetings.

Richland County School District One's Reading Curriculum Guide K-8 was developed by teachers in the district to assist in selecting strategies for facilitating the awesome task of teaching reading to all students. Teachers have identified essential skills which should be mastered before proceeding to the next grade.

This guide gives teachers/objectives for vocabulary development, decoding skills, comprehension skills, reference and study skills, and analysis of literature. Additional aids include cross references to many materials such as PALS, the Rainbow Book, Learning Though Play, etc. Media resources, measurement (teacher judgement or test item), and patterns have also been included.

If you have any questions, please let me know.

Sincerely,

Verna M. Green

Verna M. Green
Administrative Intern

NATIONAL
BLACK
CHILD
DEVELOPMENT
INSTITUTE, INC.

JADINE WHITAKER
President
JOHNNIE MITCHELL
Vice President
EVALINA LADSON
Secretary-Treasurer
GARDENIA WHITE
Public Policy Chairperson
GEORGETTE ADDISON
Membership Chairperson
REMONA BROOKS
Publicity Chairperson

August 31, 1982

M. Hayes Mizell
Southeastern Public Education Program
1338 Street-Suite 501
Columbia, SC 29201

Dear Mr. Mizell:

The participants at the first annual conference of The National Black Child Development Institute were very impressed with Mr. Williams' presentation. There were several parents in attendance who knew very little about the legislation that governs the Basic Skills Assessment Program and I feel from their evaluations and comments that they benefited most from the information shared.

Those who are employed by the Charleston County Schools who attended commented that the presentation was communicated well and that the information was most beneficial to parents.

As a result of the interest expressed by participants, there was a special summer program coordinated by several members of our affiliate that provided tutorial sessions for children grades 1 thru 12. This program was held at the Morris Street Baptist Church and emphasized "Basic Skills".

CHARLESTON-LOWCOUNTRY AFFILIATE
POST OFFICE BOX 2051 - CHARLESTON, SOUTH CAROLINA 29403

NATIONAL
BLACK
CHILD
DEVELOPMENT
INSTITUTE, INC.

JADINE WHITAKER
President
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An outreach program conducted on a continuous basis by the Charleston County Schools would be very beneficial. It has been difficult for community groups and fraternal organizations to find a successful way of reaching parents to let them know the importance of the BSAP. It has also been difficult to provide tutorial services to all children who need them. Usually those children who benefit from these services and those whose parents have the extra income to pay for them.

Special interest areas to be addressed by a BSAP outreach program are: the grading system used, parents' role in educating their children, how parents can organize to become advocates for special programs within the education system, what to look for when visiting a school, what questions parents can ask school administrators and teachers and why.

I hope this information will assist you in planning for the coming school year.

Sincerely,

J. Whitaker

Jadine Whitaker
Affiliate President

CHARLESTON-LOWCOUNTRY AFFILIATE
POST OFFICE BOX 2051 • CHARLESTON, SOUTH CAROLINA 29403

Darlington County Community Action Agency

116 WEST COLLEGE AVENUE

COMMUNITY BUILDING "B" HARTSVILLE, SOUTH CAROLINA 29550 803-332-1135

September 1, 1982

Mr. Jerome Williams
Project Associate
Southeastern Public Education
Barringer Building
1338 Main Street - Suite 501
Columbia, SC 29201

Dear Mr. Williams:

On behalf of the staff of DCCAA, I want to thank you for coming to Hartsville and sharing your expertise. The staff thoroughly enjoyed learning the details of the BSAP.

We will be contacting you at a later date about making a presentation to the parents of our Head Start enrollees. One of our goals is to insure that our families are aware of the important role which they play in the education of their children. To this end, your input about BSAP will be most beneficial.

Again, our sincere thanks.

Sincerely,

Darnell Baptiste

Darnell Baptiste, Director
DCCAA Head Start

DB/jwt

Enclosure

Society Hill Neighborhood Council, Inc.
402 SOUTH FOURTH STREET
HARTSVILLE, SOUTH CAROLINA 29550
TELEPHONE (803) 332-1163

September 2, 1982

Mr. Jerome Williams, Project Associate
Southeastern Public Education Program
1338 Main Street
Columbia, South Carolina 29202

Dear Mr. Williams:

On behalf of those who attended the workshop presented on August 11, 1982, at the Florence County Public Service Building and on behalf of the Region III Child Development Training Advisory Board, we extend to you our sincere thanks and appreciation for the contribution of your time and expertise in making this workshop a productive effort for all involved.

Many favorable comments were made concerning the presentation of "What Directors need to Know about Basic Skills Readiness" portion of the program. We believe that information and skills will enhance child development institutions in our region. It is our hope that child care in Region III and in South Carolina will attain its highest potential.

Again thank you.

Sincerely,

Ronald D. Krein
Secretary
Region III
Training Advisory Board

RDK/mrg

RICHLAND COUNTY SCHOOL DISTRICT ONE

George E. Pawlas, Principal

Mill Creek Elementary School
925 Universal Drive
Columbia, South Carolina 29209

(803)-776-2572

12 OCTOBER 82

HELLO MR. WILLIAMS!

THANKS FOR TAKING TIME OUT OF YOUR BUSY SCHEDULE TO BE WITH US AT LAST NIGHT'S MILL CREEK P.T.A. MEETING.

THE PARENTS WHO MET WITH YOU GAINED SOME VALUABLE INFORMATION...I'M SURE.

SUNSHINE TO YOU!

SINCERELY,

George Pawlas

SUNBELT HUMAN ADVANCEMENT RESOURCES, INC.
Bell Tower Mall, Lower Level 301 University Ridge
Post Office Box 10204, Federal Station
Greenville, South Carolina 29603
Telephone (803) 242-3712

Mrs. W. F. Gibson
Chairperson

Dr. Willis H. Crosby, Jr.
Executive Director

October 12, 1982

Mr. Jerome Williams, Project Associate
BSAP Parents Support Project
Southeastern Public Education Program
1338 Main Street, Suite 501
Columbia, South Carolina 29201

Dear Mr. Williams:

A superb program is shaping up for the second annual Sunbelt Economic Opportunity Conference, and we are delighted that you will be part of it.

We expect a dynamic and substantive conference, and have packed a great deal into the various sessions. The conference agenda, in draft form, is attached for your reference.

The conference theme is Investing in Human Capital.

Your segment is scheduled as part of a panel seminar titled "Education as an Investment in Human Capital." You will address the topic "Community Involvement." The seminar is scheduled to start at 2:30 p.m. on Wednesday, October 27, immediately following an address by Congressman Carroll A. Campbell, Jr., and end at 3:45 p.m. We suggest that you plan your presentation for 15 minutes to allow time for possible interaction with your fellow panelists and/or questions from participants.

Your fellow panelists and their topics will be Dr. Charlie G. Williams, South Carolina Superrintendent of Education, "Public School Education;" Dr. K. Z. Chavis of the Mississippi Action Committee for Education, "Non-Formal Education;" and Dr. Tom Barton, president of Greenville Technical College, Technical Educastion." The panel moderator will be Dr. Robert Young, director of alternative programs for the School District of Greenville County.

Please review the attached agenda, especially with regard to the segment in which you will be featured. If you have any questions or concerns I will be glad for you to call me at (803) 242-3712.

EQUAL OPPORTUNITY EMPLOYER

Your conference packet will be waiting for you at our registration table at the Max M. Heller Convention Center in the ballroom lobby of the hotel. Registration will begin at 8:00 a.m., with the opening session at 9:00 a.m. on Wednesday, October 27. We hope you will be able to take full advantage of all the conference activities.

We are looking forward to your presentation and to your participation in the Sunbelt Economic Opportunity Conference.

Sincerely,

Carol P. Hallman

Carol P. Hallman
Conference Coordinator

CPH/td
Enclosure

cc: Dr. Willis H. Crosby, Jr.
Executive Director

RICHMOND B. DRAWDY
COUNTY DIRECTOR

South Carolina
Department of Social Services
Colleton County

October 18, 1982

Mr. M. Hayes Mizell, Director
Southwestern Public Education Program
The Barringer Building
1338 Main Street-Suite #501
Columbia, South Carolina 29201

Dear Mr. Mizell:

We enjoyed having Mr. Jerome Williams in Colleton County on the two days that he presented the Basic Skills Assessment Program. The day care staff and parents were quite receptive to Mr. Williams and his presentation.

Although our staff has been aware of the BSAP for a long time, some of the parents were not. In general, these are parents of children under the age of five. We do not have any way to know if the information provided by Mr. Williams was beneficial. Perhaps, contact with the local school system or local principal could be initiated by your project. If the local school were represented at Mr. Williams' presentation, parents could have questions answered.

It would be beneficial to parents if the local school district would conduct an outreach program on the BSAP. Your project could help by devising a way to help parents work with their young children at home.

Our day care program has distributed "Learning Through Play" and encourages home learning activities. However, we reach only a small number of pre-school children in our county. It does not seem fair to condemn parents for their children's poor performance in school, when they are uninformed.

Although some of the material was probably too sophisticated for some of the audience, they fully understood that it is the parent's responsibility to keep in touch with the school and their child's teacher. Mr. Williams is a very effective speaker for the parents of our children. He is to be commended for the way he related to the audience.

If there is any way that we can be of any assistance to your project please let us know.

Yours truly,

Jo Anne Hiott

Jo Anne Hiott,
DAY CARE CENTER COORDINATOR

JAH:saw
cc

Darlington County Community Action Agency

116 WEST COLLEGE AVENUE

COMMUNITY BUILDING "B" HARTSVILLE, SOUTH CAROLINA 29550 803-332-1135

October 15, 1982

M. Hayes Mizell, Director
Southeastern Public Education Program
1338 South Main St. Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

The Darlington County Community Action Agency's Head Start benefited immensely from Mr. Jerome Williams' presentation on the BSAP. The program staff gleaned new ideas and strategies for working with and preparing our preschoolers for the testing which they receive in public school kindergartens.

We feel that it is important to preschool teachers and parents in South Carolina that information be provided relative to the BSAP. We appreciate your firm's efforts to facilitate this process and support your efforts in this regard.

Sincerely,

Darnell Byrd-Baptiste

Darnell Byrd Baptiste
DCCAA Head Start

DBB:jwt

Lowcountry Community Action Agency, Inc.
334 Wichman St.
P.O. Box 854
Walterboro, S.C. 29488

JAMES E. McMILLAN
EXECUTIVE DIRECTOR

TELEPHONE
(803) 549-5576

October 18, 1982

Mr. Hayes Mizell
The Barringer Building
1338 Main Street-Suite 501
Columbia, South Carolina 29201

Dear Mr. Mizell:

It would give me great pleasure to give some feedback on the Workshop conducted by Mr. Jerome Williams on July 13, 1982 in Smoaks, S. C.

It is quite a coincident that you requested such information. A problem of such, did occur with a former parent at the Head Start Center. With the information that Mr. Williams conducted at the Workshop, I was able to answer the questions that came about with the interview with the parent. Such questions as "What type of testing did the 1st graders have to take?", "What is the purpose of the testing?", "What is the passing score?" came up. Also a great deal of hand-outs were given which was very informative.

I think the BSAP is a very good program. I would like to commend Mr. Williams for the services he rendered to the parents and myself. If possible I would like for Mr. Williams to conduct another Workshop in the future at the Head Start Center which is located in Cottageville, South Carolina.

If further information is needed you may contact me at (803) 835-2760.

Sincerely,

Darlynn Middleton

Darlynn Middleton
Parent Involvement/Social Services Coordinator

DM:lb

An Equal Opportunity Employer

South Carolina
Department of Social Services
P. O. BOX 1520
Columbia, South Carolina 29202-9988

JOHN A. CROSSCOPE, JR.
INTERIM COMMISSIONER

October 27, 1982

Mr. M. Hayes Mizell
Southeastern Public Education Program
The Barringer Building
1338 Main Street, Suite 501
Columbia, SC 29201

Dear Mr. Mizell:

Mr. Jerome Williams of your staff conducted a workshop for about 50 day care staff on September 13, 1982. Staff from Block Grant and Head Start as well as private child care providers attended.

For many persons this was the first opportunity they had to receive information about the Basic Skills Assessment Program. These staff members received information about BSAP and about the role they could play in working with children and parents of children who will soon be involved in this program.

During this training day several other workshops were offered participants including one by a staff member from the Basic Skills Department at the South Carolina Department of Education. It was a good opportunity for all participants to clear up misunderstandings about BSAP and to clarify their role in the program. This is an area in which I feel we have just begun to work and hope to continue in the future.

As I have stated before I feel that any efforts to help the State Department of Education, local school districts, teachers, day care staff and parents communicate with each other about the Basic Skills Assessment Project will insure maximum benefit to the students involved in the project.

Sincerely,

Jo Compton
Child Development Specialist
Division of Child Development

BVC/Ccc

South Carolina Board of Social Services

JOHN C. WILLIAMS, JR. CHAIRMAN | GEORGE D. HAMILTON MEMBER | DR. OSCAR P. BUTLER, JR. MEMBER | W. JERRY FEDDER MEMBER | JOHN K. EARLE MEMBER | DR. AGNES H. WILSON MEMBER | R. JAMES AYCOCK, III MEMBER

FLORENCE COUNTY OEO
CUMBERLAND DAY CARE
163 S. COIT STREET
FLORENCE, SOUTH CAROLINA 29501

November 4, 1982

Mr. M. Haynes Mizell
South Eastern Public Education
1338 Main Street
Columbia, S.C. 29211

Dear Mr. Mizell:

Mr. Jerome Williams' presentation was very vital to our training needs in our region. The Directors need to be aware of programs of this nature for the enrichment of our children's educational future.

The participatants were thoroughly informed on your project and the materials given helped some in preparing a parent program with in their centers.

All participants were not aware of the program, but seemed to be very enlightened about the ideas that could be useful to them at their centers.

Yes, I wish the public school system would administer projects as this one, because the public awareness is very essential for our children's progress now and in the future.

Thanking you again for your help. Please secuse my delay in response. I have been away from my office for some time.

Sincerely,

Sarah A. Nance
Chairman
Regional III Training Advisory Board